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ABSTRACT

Compiled by the Intellectual Freedom Department of the Ohio Educational Library Media Association (OELMA), this booklet contains varied materials related to issues of intellectual freedom, including an eight-point statement of the purpose of the department, the American Library Association's Library Bill of Rights, and guidelines for writing a materials selection policy. Policies, guidelines, and procedures statements for two city school districts, a rural school district, and a parochial school are also provided, as well as a model policy and rules for selection of instructional materials prepared by a committee of the Iowa Department of Public Instruction, and three sample request forms for review or reconsideration of media resources. A list of state and national organizations to contact for assistance, and an 18-item bibliography of materials to aid in the writing of a library-media materials selection policy complete the booklet. (LMM)

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School Libraries and Intellectual Freedom

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Ohio
Educational
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OELMA wishes to thank those who have contributed to this monograph, and to the ALA, with an especial bouquet to those Ohio schools whose policies appear and to the Iowa Department of Public Instruction.

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INTELLECTUAL FREEDOM DEPARTMENT

STATEMENT OF PURPOSE:

1. Encourage recognition of the school library media specialist as a person who is qualified by training and experience to make selection judgments, and encourage the school library media specialist to create a total environment of intellectual freedom within the framework of the school's curriculum and students' individual needs.

2. Promote awareness of the right to have access to all viewpoints in media and of the need to stand firm against censorship.

3. Publicize the need for written selection policies in all school districts in Ohio and provide assistance in formulating such policies.

4. Maintain a file of sample selection policies, worksheets on the process of writing a policy, and lists of suggested aids in policy writing.

5. Provide support for members of OELMA in the following ways:
   a. developing a file of sources of help
   b. developing a current file of Ohio law in such cases
   c. acting in a position of advocacy in pre-legal and legal proceedings
   d. keeping a record of incidents

6. Act in liaison to the ALA Office of Intellectual Freedom, OLA, and other state and national offices, for the purpose of handling information sent out by these offices, seeking guidance from these offices, and informing these offices of what is happening with regard to intellectual freedom in Ohio schools.

7. Suggest and/or sponsor at state and local levels activities or special projects such as speakers, material packets, workshops, which promote the principles of intellectual freedom.

"I disapprove of what you say, but I will defend to the death your right to say it."

Attributed to Voltaire (1694-1778)

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Reprinted with the permission of ALA. Adopted June 18, 1948. Amended February 2, 1961, June 27, 1967, and January 23, 1980, by the ALA Council.

"Give me the liberty to know, to utter, and to argue freely according to conscience, above all - liberties."

Milton - Areopagitica

GUIDELINES FOR WRITING A MATERIALS SELECTION POLICY

Prepared by the Intellectual Freedom Department of OELMA, 1982

A Materials Selection Policy should contain:

I. Philosophy, goals and objectives of the school district.
   - A. The selection policy and all criteria should conform to the school system's philosophy.
   - B. Educational objectives of the media center should be delineated.

II. Statement concerning selection personnel.
   - A. Who should be included
   - B. What their responsibilities are
   - C. Emphasize that final selection rests with media center professionals (librarians and/or media specialists).

III. Criteria for selection of print and non print materials.
   - A. Curricula
   - B. High artistic quality and/or literary style
   - C. Representative of many viewpoints
   - D. Various maturity and ability levels considered
   - E. Needs of school
   - F. Accuracy and scope of coverage

IV. Inclusion of selection aids.
   - A. Lists of reviewing sources
   - B. Staff and student suggestions

V. Characteristics of the collection.
   - A. Scope
   - B. Size
   - C. Reasons for special emphasis
   - D. Statement on development
   - E. Fulfillment of standards (i.e. ALA, AECT, North Central, State of Ohio)

VI. Policies on maintenance of the collection.
   - A. Weeding
   - B. Replacing
   - C. Binding
   - D. Multiple copies

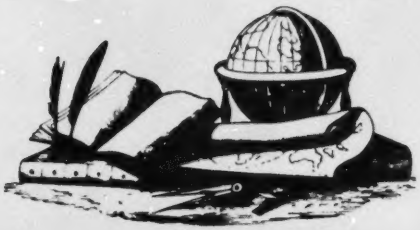
VII. Policies on controversial materials.

IX. Procedure for handling challenged materials.

X. Special Areas.
   A. Gifts.
   B. Sponsored materials
   C. Expensive materials
   D. Ephemeral materials
   E. Jobbers and salesmen
   F. Archival, special requests etc.

Censorship . . . ."policy of restricting public expression of ideas or opinions . . . . which have or are believed to have the capacity to undermine the governing authority or the social or moral order which that authority considers itself bound to protect."

Harold Lasswell
Encyclopedia of the Social Science-1930



Academic Freedom . . . ."to denote the freedom claimed by a teacher, in any school and any grade, to perform his function without unreasonable restrictions from public law, institutional regulations, or public opinion."

International Encyclopedia of the Social Sciences,
vol. I, 1972 edition

THE POLICY, GUIDELINES, AND PROCEDURES FOR THE SELECTION OF SCHOOL LIBRARY-MEDIA MATERIALS FOR THE FAIRVIEW PARK CITY SCHOOL DISTRICT

Philosophy

The school library-media center functions as an integral part of the total educational process. Its program reinforces the philosophy of the school district by "providing meaningful learning experiences for each student as an individual."

Objectives

The overall objectives are:

1. To implement, enrich, and support the educational program
2. To stimulate leisure reading
3. To encourage a lifelong reading habit

Selection

What a student reads, views, and hears is important. The tremendous quantity of library-media materials available to the nation's schools necessitates careful examination and judicious selection.

The broad range of quality and suitability of these materials requires:

1. The consideration of appropriateness of the materials to the curriculum, and
2. The awareness of the maturity level of the student

The selection of library-media materials is a cooperative process.

The library-media specialist:

1. Evaluates the existing collection
2. Consults subject specialists from departments and grade levels
3. Examines reputable professionally prepared "Selection Tools"
4. Considers student needs, interests, and requests
5. Applies the established criteria for selection

The responsibility for the selection of library-media materials is delegated to the professionally trained library-media specialists. The responsibility for the approval of the selected materials rests with the building principal.

First-hand knowledge of book materials, use of selective, evaluative, recognized lists and reviews, and the previewing of nonbook materials are essential for the selection and use of instructional materials.

Criteria

Nonfiction

1. Accuracy and clarity of presentation
2. Readability
3. Significance of subject matter
4. Potential usefulness and effect upon the student
5. Aesthetic value and literary excellence
6. Author's sincerity, intent, and authority
7. Comprehensiveness of breadth and scope
8. Relationship to the existing collection
9. Importance as a record of the times
10. Quality of illustrations and design
11. Reputation of publisher and producer
12. Up-to-dateness
13. The appropriateness of the in-depth treatment of the subject
14. Format

Fiction

1. Literary quality and appropriate literary style
2. Artistic expression
3. Originality and imagination
4. Authenticity, honesty, and significance of theme
5. Sustained interest and logical plot development
6. Consistency and clarity in characterization
7. Emphasis upon dignity and worth of individual
8. Relationship to user's experience
9. Format

Instructional Materials

Instructional materials include library books, pamphlets, newspapers, periodicals, pictures, films, filmstrips, slides, records, transparencies, microforms, and realia used by students and teachers to facilitate learning.

Use

First consideration should be given to the medium that most effectively conveys or interprets the concept, accommodating students with varying abilities, interests and needs.

Intellectual Freedom

The intellectual freedom concept is concerned with the student's right of free access to different types of materials.

The staff does not consider intellectual freedom to be license but seeks to avoid undue restrictions that could limit the growth potential and quality of the student's life.

Professional responsibilities in this area include the selection of appropriate materials and reader guidance with consideration given to the maturity level of the students.

Challenges

1. When materials are challenged, the library-media specialist and the principal discuss informally the objection and criticism with the complainant.
2. If the informal discussion does not resolve the problem, the complainant is asked to complete the form "Request For Review of Media Resources." Copies are sent to the superintendent, assistant superintendent, principal, complainant, and library-media specialist.
3. The superintendent then appoints a review committee to include library-media specialists, teachers, administrators, and parents.
4. This committee will share the results of its findings with the superintendent of schools and the complainant. If this does not resolve the problem, this report shall be forwarded to the Board of Education.
5. The Board of Education, after receiving the committee report and superintendent's recommendation, shall take the matter under advisement and at the next regular board meeting indicate by resolution its decision.

Gifts

Gifts will be accepted with the understanding that those that meet the established criteria and add to the enrichment of the curriculum will be added to the collection. Those that do not will be disposed of judiciously.

Selection Tools

The following "selection" publications are housed in the high school library-media center:

BOOK REVIEW DIGEST - an index to reviews which have appeared in English and American periodicals - gives a balanced opinion of the book when it was first published.

BOOKLIST - descriptive, analytical reviews of current book and nonbook materials - objective and conservative.

BULLETIN OF THE CENTER FOR CHILDREN'S BOOKS - critical reviews of elementary and junior high books - includes recommendations and grade level suggestions.

CHOICE - a basic critical tool with emphasis upon scholarly book titles for upper high school and college.

EFLA REVIEWS - excellent film reviews listing subject area, grade level, synopsis and recommendation.

HORN BOOK - well written and imaginative reviews of elementary and junior high book and nonbook materials - some adult books of interest to high school readers are discussed.

KIRKUS - reports on book titles some 6 to 8 months ahead of publication - spirited, detailed, and very critical reviews.

KLIATT, YOUNG ADULT PAPERBACK BOOK GUIDE - reviews paperback editions of books recommended for consideration for purchase by a library serving young adults.

LIBRARY JOURNAL - the oldest of the U.S. library periodicals - reviews of books and nonbook materials are by specialists around the country.

MEDIA & METHODS - practical general approach to the media field for middle and secondary schools - reviews all media.

NEW YORK TIMES BOOK REVIEW - long book reviews by authors and scholars covering all interests and grade levels.

PUBLISHERS WEEKLY - basic American Book trade journal - detailed, sometimes critical reviews of children and adult books.

SCHOOL LIBRARY JOURNAL - reviews books of interest for all school library-media centers and includes articles and reviews of AV Materials.

SCIENCE BOOKS AND FILMS - reviews science materials - a "must" for all science teachers.

VOYA, VOICE OF YOUTH ADVOCATES - reviews young adult materials - fiction, nonfiction, pamphlets, periodicals and reprints.

"Literature should not be suppressed because it offends the moral code of the censor."

Justice William O. Douglas

WESTERVILLE SCHOOL DISTRICT
WESTERVILLE, OHIO

LIBRARY MATERIALS SELECTION AND ADOPTION

GOALS

One goal of education is to establish a plan of educational development which will produce in its students an awareness of responsibility and responsiveness to others; a knowledge of the skills of inquiry, anaylsis and problem-solving both individually and in group situations; and an ability to communicate and cooperate with others from a diversity of cultural backgrounds.

Another goal of a school district is to recognize the importance of the freedom to read as established by the first amendment. The student's right to read is a major student right and should influence the selection of materials for media center collections.

The school media centers have an important role in implementing the goals of the school system. The guidelines they have established for themselves are found in the Library Bill of Rights of the American Library Association.

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. To provide a background of information which will enable students to make intelligent judgments in their daily lives.
4. To provide materials, both fiction and non-fiction, on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
5. To provide materials representative of many religions, ethnic and cultural groups and their contribution to our American heritage.
6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive selection appropriate for the users of the library.

CRITERIA USED IN MATERIALS SELECTION

Selection of materials for the Westerville City School District media centers is a continual, year-long process, based on the needs of a constantly changing and evolving curriculum, and the extremely diverse interests of students and teachers. It is the policy of the Westerville City School District to select materials for our media centers according to the following guidelines:

1. Materials are to be selected by certified media specialists, with consideration given to suggestions by staff and students.
2. Fiction is evaluated on the basis of the following criteria: true repre-

sentation of the aspect of life chosen by the author to describe; effectiveness in sustaining the reader's interest; plot appropriate to the genre; structural soundness and clarity of style; or vitality and consistency in characterization.

3. Non-fiction is chosen in consideration of these elements: concern with subjects of significance; accuracy; sufficient scope; presentation of an informative point of view; current interest or relevance; acceptable format; and effectiveness in presentation.
4. Films, recordings, filmstrips, and other non-print materials are selected for artistic and technical quality and for the value of the content for individual and group appreciation and discussion. Materials are included which are representative of current trends in technique, and fit the curriculum.
5. Literary or artistic excellence alone may be the sole criterion for selection of some materials.
6. Media which treat social and human problems are selected for all levels of readers' understanding and ability.

SELECTION OF CONTROVERSIAL MATERIALS

Materials containing topics, illustration or language which may be considered, by some, to be controversial may be included in Westerville City School District media centers if they meet the following: 1. are recommended in commercial reviewing journals, 2. meet the evaluative criteria listed above in this policy, 3. are consistent with the educational philosophy of our school district.

POLICY RELATING TO SPECIAL AREAS

1. Professional Book Collections

   Each media center shall select appropriate materials for teacher use and professional growth. These materials would generally not be for pupil use or aimed at recreational interests.

2. Paperback Books and Ephemeral Materials

   Media centers may include paperback books to supply extra copies of popular titles and to add variety to the collection. Cataloging procedures for these paperback titles may vary from formal cataloging to simplified or none at all at the discretion of the professional media specialist. Ephemeral materials including items such as timely pamphlet materials may be included at the discretion of the media specialist.

3. Expensive Material

   Expensive material may be purchased for the media centers if the item meets the criteria for selection better than other less expensive material or fills a definite curriculum need; and its value is commensurate with its cost.

4. Gifts

   The school media centers accept gifts with the privilege of including and using, at their discretion, those materials which meet their needs. The media specialist shall decide which gifts will be kept, catalogued and/or added to the collection. Such materials will be judged by the evaluative criteria of selection used for purchased materials as described in the section on criteria. Gifts of money, including memorial gifts for the purchase of materials, are accepted. All gifts become the property of the Board of Education.

5. Sponsored Material

   For sponsored material (instructional items for use in public schools provided by private concerns or commerical organizations) the same selection criteria shall be applied as for all other material. It will not be chosen if it attempts to establish the exclusiveness of a particular product or service.

6. Weeding

   Weeding the media center collections by withdrawing and discarding materials is as important in maintaining a useful and usable collection as is the careful selection of new materials. Print and non-print materials which are in poor physical condition, which contain outmoded subject content, or which are of doubtful literary quality are all condidates for removal from the collection. Weeding should be a continual process.

7. Challenged Materials

   There shall be a procedure by which citizens, staff, or pupils may challenge materials. Such a procedure shall include a review of the challenged material. The **review committee** shall consist of: building principal, media specialist, two teachers and five citizens designated by WeCAN Steering Committee, to be chaired by a non-school person.

"I have sworn upon the altar of god eternal hostility against every form of tyranny over the mind of man." Thomas Jefferson

MEDIA CENTER POLICY
ST. CECILIA SCHOOL - 1980
COLUMBUS, OHIO

PHILOSOPHY

In keeping with the philosophical goals of St. Cecilia School, the Media Center aims to provide the student of this school with a variety of learning experiences, so as to develop each student's intellectual powers to the fullest; to teach constructive use of leisure time and an appreciation of the arts to assist in developing an awareness of the social needs of our time; in short, to aid parents, school staff, and parish in the formation of mature thinking Christian youth.

HOURS

The Media Center opens at 8:30 a.m. to the school staff for selection of materials and consultation with the director; the Center is open to students from 8:45 a.m. to 3:30 p.m., except for lunch time, 12:30 to 1:10 p.m. when it is closed, at the request of the school staff.

SCHEDULING

Each class will have a scheduled time to visit the Media Center once a week, in small groups. At other times, as needs arise, large groups will be scheduled at a time agreed upon by the classroom teacher and the Media Center director. If an entire class is present at one time, the classroom teacher is required to accompany the class and remain with them in the Media Center.

DISCIPLINE

Since the Media Center is a specialized classroom serving many needs at the same time, an atmosphere of QUIET STUDY will be maintained at all times. Loud, boisterous conduct is not acceptable. The Media Center director reserves the right to discipline students who are guilty of misconduct in the Media Center, and to notify the classroom teacher when such misconduct has occurred.

CIRCULATION

At the beginning of each school year, parents are asked to sign a permission card allowing their children to borrow materials from the Media Center and promising to pay for any materials that become lost or damaged.

Kindergarteners and first graders may borrow one book per week. All other students may borrow two books and one magazine per week. Books and magazines may be checked out for one week at a time.

Reference materials may be checked out for overnight use and must be returned by 9:15 the following morning.

With parental permission, students in grades 2-8 may borrow audiovisual materials (filmstrips, viewers, cassette tapes, records, etc.) for overnight use. The Media Center director reserves the right to curtail the borrowing of audiovisual materials by any student who shows a consistent lack of respect or responsibility for these materials.

Any material (print, non-print or equipment) which is returned late is subject to a fine of 2¢ per item per day. Students are expected to pay fines within a reasonable amount of time.

STAFF

In addition to the Media Center director, other staff members shall include parent volunteers and student helpers. Both parents and students shall be given either group or individual instruction in their duties by the director.

The main duty of parent volunteers is the efficient operation of the circulation desk. As time allows, volunteers may be asked to perform a variety of other tasks.

Student helpers are selected by their reading teachers. Their main duties are to check books out to students and to organize and shelve returned items. As time allows, students may be asked to perform a variety of other tasks.

Since the Media Center is a functioning classroom, all staff members are discouraged from conducting private conversations on the premises with other staff members or with visitors to the school. If such a conversation is deemed necessary, it should be held in the hallway or otherwise out of earshot of all students and other staff members.

GOVERNMENT FUNDING

Materials purchased with government funds may not be used in any way for the teaching of religion or for parish functions.

CRITERIA FOR SELECTION OF MATERIALS

The success of the school library/media center in meeting the needs of the pupils and teachers depends to a great extent upon the size, range and quality of the book and other resource material available in the media center. The foremost consideration of any material for a school collection is whether it contributes to the fulfillment of the curriculum and meets the individual need of the pupils and teachers of that particular school. These criteria may be applied in the selection of books or any other materials for purchase, for acceptance as gifts, or for determining whether the materials now on the shelves should be removed. This judgment shall be made by the certified media specialist in consultation with the teachers and administrators.

I. Selection and evaluation of materials

The word "materials," as used in this policy statement, includes: books, periodicals, pamphlets, pictures, maps, films, recordings and all other materials which are used by the pupils and faculty in fulfilling the curriculum requirements of St. Cecelia School.

The selection of materials is a continuous process because of the changing curriculum content and the publishing of new materials.

The selection process is as follows:

1. Materials are selected by qualified representative personnel consisting of media specialists, teachers, coordinators and administrators through individual and committee study and recommendations.
2. The media specialists, teachers and administrators shall be aided in their selections by the various standard lists and book catalogs approved by the American Library Association and the diocesan Office of Education.

The following evaluative criteria are used as they apply:

1. The materials meet high standards of quality in factual content and presentation and are appropriate to the ability and needs of the pupils in the various subject areas.
2. The materials are selected because of the content and the value of the work as a whole.
3. The materials contribute to literary appreciation or have aesthetic value.
4. The authors are competent and qualified in the field.
5. The materials are objectively and impartially selected to provide a balanced collection for the Media Center.
6. The materials present information for which the student is socially and emotionally prepared. For this reason an otherwise good book may be omitted from the school collection.

Anyone who wishes to register a criticism of Media Center materials must submit that criticism to the Media Center director or the principal. The criticism must be in writing and must follow these guidelines:

1. The statement must include specific information as to the author, title, publisher and page number of each item to which objection is being made.
2. The statement must be signed and identification given to permit a reply to be made after the criticism has been investigated.
3. A committee of school personnel will meet to re-evaluate the materials being questioned and make recommendations concerning them.
4. The committee shall consist of the principal, the Media Center director, the teacher of the child whose parent is making the complaint, and two other classroom teachers.
5. The committee may call in representative citizens from the community for consultation when desired.
6. The findings and recommendations of the committee will determine whether the material in question will remain in the collection.

The Media Center will accept gifts of books and other resources but reserves the right to refuse unsuitable materials. The materials, to be acceptable, must meet the same high standards and criteria established for the selection of all library materials.

Media Center policies and procedures are applicable to the supplementary reading lists prepared by teachers for use by pupils.

EAST HOLMES LOCAL SCHOOLS
BERLIN, OHIO

POLICIES FOR SELECTION OF INSTRUCTIONAL MATERIALS

I. Objectives of Selection.

The primary objective of the school's educational media center is to implement, enrich and support the educational program of the school. It is the duty of the center to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view.

To this end, the Board of Education of East Holmes Local School District reaffirms the objectives of the Standards for School Media Programs, and asserts that the responsibility of the library media center is:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

To provide a background of information which will enable pupils to make intelligent judgments in their daily life.

To provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage.

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection of appropriate materials for the users of the library media center.

II. Responsibility for Selection of Materials.

The East Holmes Local Board of Education is legally responsible for all matters relating to the operation of East Holmes schools.

The responsibility for the selection of instructional materials is delegated to the professionally trained personnel employed by the school system.

Selection of materials involves many people: principals, supervisors, teachers, and media specialist. The responsibility for coordinating the selection of materials and making recommendation for purchase rests with the professionally trained media personnel.

III. Criteria for Selection of Instructional Materials.

Needs of the individual school based on knowledge of the curriculum and of the existing collection are given first consideration.

Materials for purchase are considered on the basis of:

Overall purpose, Authoritativeness
Timeliness or permanence, Format and price

Importance of the subject matter
Quality of the writing or production
Readability and popular appeal
Reputation of the publisher/producer
Reputation and significance of the author/composer, etc.

IV. Procedures for Selection.

In selecting materials for purchase, the media specialist evaluates the existing collection and consults:

Reputable, professionally prepared selection aids.
Specialists from all departments and/or grade levels.

In specific areas the media specialist follows these procedures:

Gift materials are accepted or rejected by basic standards.

Multiple items of outstanding and much in demand media are purchased as needed.

Worn or missing standard items are replaced periodically.

Out-of-date or no longer useful materials are withdrawn.

Sets of materials, and materials acquired by subscription are examined carefully, and are purchased only to fill a definite need.

Salesmen must have permission from the superintendent's office before going into any of the schools.

V. Challenged Materials.

Occasional objections to a selection will be made by the public, despite the care taken to select valuable materials for student and teacher use, and the qualifications of persons who select materials.

The principles of freedom to read and of the professional responsibility of the staff must be defended, rather than materials.

A file is kept on materials likely to be questioned or considered controversial.

If a complaint is made, the procedures are as follows:

1. Be courteous, but make no commitments.
2. Invite the complainant to file his objections in writing and offer to send him a prepared questionnaire so that he may submit a formal complaint.
3. Temporarily withdraw the material pending a decision.
4. Inform the superintendent and the media supervisor.
5. An appointed committee will
   a. Read and examine materials referred to it.
   b. Check general acceptance by reading reviews.
   c. Weigh values and faults against each other and opinions based on the material as a whole and not on passages pulled out of the context.
   d. Meet to discuss the material and to prepare a report.
   e. File a copy of the report in the school administrative offices.

SELECTION OF INSTRUCTIONAL MATERIALS

A MODEL POLICY AND RULES

Prepared by a committee of
the Iowa Department of Public Instruction
Revised April 1980

This model should not be presented for verbatim adoption. It is offered only for local consideration.

The Board of Directors of the . . . . . School District hereby declares it the policy of the District to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to allow review of allegedly inappropriate instructional materials.

Model Statement of Rules

I. Responsibility for Selection of Materials

A. The board of directors is legally responsible for all matters relating to the operation of the. . . . . .school district.

B. The responsibility for the selection of instructional materials is delegated to the professionally trained and certified staff employed by the school system. For the purpose of this rule the term "instructional materials" includes printed and audiovisual materials (not equipment), whether considered text materials or media center materials (media).

C. While selection of materials involves many people (principals, teachers, students, supervisors, community persons and media specialists), the responsibility for coordinating the selection for purchase rests with certified media personnel. For the purpose of this rule the term "media specialist" includes librarians, school media specialists or other appropriately certified persons responsible for selection of media.

D. Responsibility for coordinating the selection of text materials for distribution to classes will rest with the appropriate department chairperson or with the textbook evaluation committee. For the purpose of this rule the term "text materials" includes textbooks and other print and nonprint material provided in multiple copies for use of a total class or a major segment of such a class.

II. Criteria for Selection of Materials

A. The following criteria will be used as they apply:

1. Materials shall support and be consistent with the general educational goals of the district and the objectives of specific courses.

2. Materials shall meet high standards of quality in factual content and presentation.

3. Materials shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials are selected.

4. Materials shall have aesthetic, literary, or social value.

5. Materials chosen shall be by competent and qualified authors and producers.

6. Materials shall be chosen to foster respect for women and minority and ethnic groups, and shall realistically represent our pluralistic society, along with the roles and life styles open to both women and men in today's world. Materials shall be designed to help students gain an awareness and understanding of the many important contributions made to our civilization by women and minority and ethnic groups.

Materials shall clarify the multiple historical and contemporary forces with their economic, political, and religious dimensions which have operated to the disadvantage or advantage of women, and minority and ethnic groups. These materials shall present and analyze intergroup tension and conflict objectively, placing emphasis upon resolving social and economic problems.

Materials shall be designed to motivate students and staff to examine their own attitudes and behaviours and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in a pluralistic, non-sexist society.

7. Materials shall be selected for their strengths rather than rejected for their weaknesses.

8. Biased or slanted materials may be provided to meet specific curriculum objectives.

9. Physical format and appearance of materials shall be suitable for their intended use.

B. The selection of materials on controversial issues will be directed toward maintaining a balanced collection representing various views.

III. Procedure for Selection

A. Media Center Materials (Media)

1. In selecting materials for purchase for the media center, the media specialist will evaluate the existing collection and the curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources. For the purpose of this rule the term "media" includes all materials considered part of the library collection, plus all instructional materials housed in resource centers and classrooms (if any) which are not text materials. For the purpose of this rule, the term "media center" is the space, room or complex of rooms and spaces designated as a library, media center, instructional materials center or similar term. It may include units not contiguous to the center where facilities dictate. These units would include but not be limited to resource centers, production centers, and television studios.

2. Recommendations for purchase will be solicited from faculty and student body.

3. Gift materials shall be judged by the criteria in Section II and shall be accepted or rejected by those criteria.

4. Selection is an ongoing process which shall include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

5. Selections are forwarded to the office of a superintendent or the superintendent's designee (e.g., the district media director or the business manager) through the principal or other person in charge of the attendance center for purchase throughout the year.

B. Text Material

1. Text materials committees shall be appointed at the time that text adoption areas are determined. Appropriate subject area, instructional level, and media personnel shall be included in each committee.

2. Criteria for text materials consistent with the general criteria for materials selection noted in Section II shall be developed by the text materials evaluation committee.

3. The committee shall present its recommendation(s) to the superintendent or other designated administrator.

4. The superintendent or the superintendent's designee and the text materials committee shall present the recommendation(s) to the board.

IV. Objection

A. Any resident or employee of the school district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such material were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

1. The school official or staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally. The materials shall remain in use unless removed through the procedure in Section IV. B. 6. e. of this rule.

a. The school official or staff member initially receiving a complaint shall explain to the complainant the school's selection procedure, criteria, and qualifications of those persons selecting the material.

b. The school official or staff member initially receiving a complaint shall explain the particular place the objected to material occupies in the educational program, its intended educational usefulness, and additional information regarding its use, or refer the complaining party to someone who can identify and explain the use of the material.

(Comment: The vast majority of complaints can be amicably disposed of in the first stages when the school officials and staff are frequently reminded of the

school's procedures. A quick personal conference can often solve the problem where a shift into a more formal procedure might inflate the problem. While the legal right to object to materials is not expressly stated, it is implied in such provisions as the right to petition the government for redress of grievances.)

2. In the event that the person making an objection to material is not satisfied with the initial explanation, the person raising the question should be referred to someone designated by the principal or person in charge of the attendance center to handle such complaints or to the media specialist for that attendance center. If, after private counseling, the complainant desires to file a formal complaint, the person to whom the complainant has been referred will assist in filling out a reconsideration request form in full.

3. The individual receiving the initial complaint shall advise the principal or person in charge of the attendance center where the challenged material is being used of the initial contact no later than the end of the following school day, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal or other person in charge of the attendance center.

4. The principal or other person in charge of each attendance center shall review the selection and objection rules with the staff at least annually. The staff shall be reminded that the right to object to materials is one granted by policies enacted by the board of directors and firmly entrenched in law. They shall also be reminded of ethical and practical considerations in attempting to handle resident complaints with courtesy and integrity.

B. Request for Reconsideration

1. Any resident or employee of the school district may formally challenge instructional materials used in the district's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

2. Each attendance center and the school district's central office will keep on hand and make available reconsideration request forms. All formal objections to instructional materials must be made on this form.

3. The reconsideration request form shall be signed by the complainant filed with the superintendent or someone so designated by the superintendent.

4. Within five business days of the filing of the form, the superintendent or person designated by the superintendent shall file the material in question with the reconsideration committee for re-evaluation. The committee shall recommend disposition position to the office of the superintendent.

5. Generally, access to challenged material shall not be restricted during the reconsideration process. However, in unusual circumstances,

the material may be removed temporarily by following the provisions of Section IV. B. 6. e. of this rule.

6. The Reconsideration Committee

a. The reconsideration committee shall be made up of eleven members.

(1) One teacher designated annually by the superintendent.

(2) One school media specialist designated annually by the superintendent.

(3) One member of the central administrative staff designated annually by the superintendent. (This position will normally be filled by the supervisor or person responsible for the district's media services.)

(4) Five members from the community appointed annually by the executive committee of the parent-teacher-student association.

(5) Three high school students, selected annually from and by the student advisory committee.

(Comment: Subsections (4) and (5) represent a departure from the traditional approaches of handling challenged school materials and may well be the key to the success or failure of this model. A committee with a majority of lay members who are representative of the community should be viewed by the community as being objective and not automatically supportive of prior professional decisions on selection. Much of the philosophy regarding the committee structure was borrowed from the policy of the Cedar Rapids Community School District, Cedar Rapids, Iowa.

Use of the parent-teacher-student association in this model is merely illustrative. Whether the non-educators are selected from the P.T.S.A. or other groups interested in the community's school is not important. The important thing is the establishment and maintenance of the committee's credibility with the community through a majority of nonprofessionals. The policy or rule statement should designate the lay group or groups which will select the community lay members to serve on the committee. An appointed committee will generally be more objective than a voluntary committee.

The method of selecting students for the committee will depend greatly upon the size and organization of the district. A district with several high schools may want to have one student from each on the committee while a district with one high school may want one student representative from each grade. Student selection of the representatives to this committee is very important. Any responsible student group or groups may be used when a student advisory committee does not exist in the district.)

b. The chairman of the committee shall not be an employee or officer of the district. The secretary shall be an employee or officer of the district.

(Comment: It is vital to the operation of this model that a community member chair the reconsideration committee. Credibility is the watchword.)

c. The committee shall first meet each year during the third week in September at a time and place designated by the superintendent

and made known to the members of the committee at least three school days in advance.

d. A calendar of subsequent regular meetings for the year shall be established and a chairperson and a secretary selected at the first meeting.

(Comment: While many districts may not feel the need to hold regular, perhaps monthly meetings, it is important to establish a sense of continuity and regularity about the committee. The notoriety and excitement caused by emergency meetings when challenges arise in a community may be the unnecessary fuel to cause an ordinary healthy situation to become distorted beyond proportion. It is wiser to cancel unnecessary meetings than to call unexpected ones. Lack of frequent challenges to school materials probably means that one or more of the following is present: (1) satisfaction with the selection process; (2) lack of community interest; (3) belief in the futility of communication with school district officials; or (4) undue influence on the selection and weeding processes.)

e. Special meetings may be called by the Superintendent to consider temporary removal of materials in unusual circumstances. Temporary removal shall require a three-fourths vote of the committee.

f. The calendar of regular meetings and notice of special meetings shall be made public through appropriate student publications and other communication methods.

g. The committee shall receive all reconsideration request forms from the superintendent or person designated by the superintendent.

h. The procedure for the first meeting following receipt of a reconsideration request form is as follows:

(1) Distribute copies of written request form.

(2) Give complainant or group spokesperson an opportunity to talk about and expand on the request form.

(3) Distribute reputable, professionally prepared reviews of the material when available.

(4) Distribute copies of challenged material as available.

i. At a subsequent meeting, interested persons, including the complainant, may have the opportunity to share their views. The committee may request that individuals with special knowledge be present to give information to the committee.

j. The complainant shall be kept informed by the secretary concerning the status of the complaint through the committee reconsideration process. The complainant and known interested parties shall be given appropriate notice of reconsideration committee meetings.

k. At the second or a subsequent meeting, as desired, the committee shall make its decision in open session. The committee's final decision will be, (1) to take no removal action, (2) to remove all or part of the challenged material from the total school environment, (3) to allow students to use alternate titles, approved by school personnel involved, or (4) to limit the educational use of the challenged material. The sole criteria for the final decision is the appropriateness of the material for its intended educational use. The written

decision and its justification shall be forwarded to the superintendent for appropriate action and to the complainant and the appropriate attendance centers.

(Comment: The state open meeting law should be reviewed for its application to this provision.)

l. A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection or use of the material.

m. Requests to reconsider materials which have previously been before the committee must receive approval of a majority of the committee members before the materials will again be reconsidered. Every reconsideration request form shall be acted upon by the committee.

n. In the event of a severe overload of challenges, the committee may appoint a subcommittee of members or nonmembers to consolidate challenges and to make recommendations to the full committee. The composition of this subcommittee shall approximate the representation on the full committee.

o. Committee members directly associated with the selection, use or challenge of the challenged material shall be excused from the committee during the deliberation on such materials. The superintendent may appoint a temporary replacement for the excused committee member, but such replacement shall be of the same general qualifications of that person excused.

(Comment: The committee should never be placed in the position of appearing to defend itself, its members, or the school staff. The committee must maintain a nonadversarial position.)

p. If not satisfied with the decision, the complainant may request that the matter be placed on the agenda of the next regularly scheduled meeting of the board.

(Comment: These requests should comply with existing board policy and rules regarding the board agenda.)

q. Any person disatisfied with the decision of the board may appeal to the State Board of Public Instruction pursuant to state law.

(Comment: Subsection p. and q. are implicit and expressly provided for, respectively, in Iowa law. Some persons might feel that it would be more inappropriate to use p. and q. as they may encourage appeals. The provisions of q. would be applicable to decisions of AEA boards, area community technical college boards, and school district boards.)

REQUEST FOR REVIEW OF MEDIA RESOURCES

Fairview Park City School District

Title . . . . . .Copyright . . . . . .

Author . . . . . .Publisher . . . . . .

Review Requested By. . . . . .

Address. . . . . .Telephone . . . . . .

City . . . . . .State. . . . . .Zip . . . . . .

. . . . . .I represent myself in this request
. . . . . .I represent . . . . . .
(Name of Organization or Group)

1. State your objection to the material. Cite specific pages, chapters or other references. . . . . .
. . . . . .

2. Did you read the entire selection?. . . . . If not, what parts? . . . . . .
. . . . . .

3. What do you believe is the general theme of the material? . . . . . .
. . . . . .

4. Are you aware of professional judgment of the material? . . . . . .
. . . . . .

5. What would you like the school to do about the materials?

. . . . . .Not assign or lend it to my child
. . . . . .Withdraw it from all readers in the school
. . . . . .Return to a media committee for review
. . . . . .Other

6. In place of the challenged materials, what selection do you recommend that would convey a better perspective of the subject? . . . . . .
. . . . . .

Date . . . . . .Signature . . . . . .

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Westerville City Schools

School. . . . . .

Please check type of materials:

( ) Book	( ) Film	( ) Record
( ) Periodical	( ) Filmstrip	( ) Kit
( ) Pamphlet	( ) Cassette	( ) Other

Title . . . . . .

Author . . . . . .

Publisher or Producer. . . . . .

Request initiated by. . . . . .

Telephone . . . . . .Address. . . . . .

City . . . . . .State. . . . . .Zip. . . . . .

The following questions are to be answered after the complainant has read, viewed or listened to the school library material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. Have you read/viewed/listened to this material in its entirety?
   . . . . . .

2. To what in the material do you object? (Please be specific, cite pages, frames in a filmstrip, film sequence, et cetera.)
   . . . . . .
   . . . . . .
   . . . . . .

3. Whay do you believe is the theme or purpose of this material?
   . . . . . .
   . . . . . .
   . . . . . .

4. What do you feel might be the result of a student's using this material?
   . . . . . .
   . . . . . .
   . . . . . .

5. For what age group would you recommend this material? . . . . . .

6. Is there anything good in this material? Please comment.
. . . . . .
. . . . . .
. . . . . .

7. Would you care to recommend other school library material of the same subject and format as a replacement for this material?
. . . . . .
. . . . . .

8. What would you like your media center/school to do about this material?
Do not assign it to my child. . . . . .
The material should remain on the shelf, but I will ask my child not to borrow the material . . . . . .
Withdraw it from all students, as well as my child . . . . . .

. . . . . .
Signature of Complainant Date

RECONSIDERATION REQUEST FORM

REQUEST FOR REEVALUATION OF PRINTED OR AUDIOVISUAL MATERIAL

Iowa Model Policy

Item Description (fill in all applicable information)

Author . . . . . .

Title . . . . . .

Publisher or Producer (if known) . . . . . .

Date of Publication or Production . . . . . .

Type of Material (book, filmstrip, motion picture, etc.) . . . . . .

Request Initiated by . . . . . .

Telephone . . . . . .Address . . . . . .

City . . . . . .Zip . . . . . .

School(s) in which item is used . . . . . .

. . . . . .

Person making the request represents her/himself group or organization

Name of group . . . . . .

Address of group . . . . . .

. . . . . .

1. Did you review the entire item? If not, what sections did you review?

   . . . . . .

2. To what in the item do you object? (Please be specific; cite pages, frames, etc.) . . . . . .

   . . . . . .

3. In your opinion what harmful effects upon pupils might result from use of this item?. . . . . .

. . . . . .

4. Do you perceive any instructional value in the use of this item? . . . . . .

. . . . . .

5. Should the opinion of any additional experts in the field be considered?

. . . .Yes Please list suggestions if any: . . . . . .

. . . . . .

. . . .No

6. In the place of this item would you care to recommend other material which you consider to be equal or superior quality for the purpose intended?

. . . . . .

. . . . . .

. . . . . .

7. Do you wish to make an oral presentation to the review committee?

. . . .Yes (a) Please call the office of the superintendent. . . . . .
Telephone No.

(b) Please be prepared at this time to indicate the approximate length of time your presentation will require.

. . . .No

. . . . . .
Date Signature

HELP .... WHOM TO CONTACT

STATE

AMERICAN CIVIL LIBERTIES UNION
360 South 3rd Street
Columbus, Ohio 43215
Phone 614/228-8951

OHIO DEPARTMENT OF EDUCATION
Ohio Department Bldg.
65 South Front Street
Columbus, Ohio 43215
Phone 614/446-3641

OHIO EDUCATIONAL LIBRARY MEDIA ASSOCIATION
Intellectual Freedom Dept.
40 South 3rd Street
Columbus, Ohio 43215
Phone 614/221-9057

OHIO EDUCATION ASSOCIATION
225 East Broad Street
Columbus, Ohio 43216
Phone 614/228-4526

OHIO LIBRARY ASSOCIATION
Intellectual Freedom Comm.
40 South 3rd Street
Columbus, Ohio 43215
Phone 614/221-9057

STATE LIBRARIAN
Ohio Department Bldg.
65 South Front Street
Columbus, Ohio 43215
Phone 614/466-2693

NATIONAL

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
50 East Huron Street
Chicago, Illinois 60611
Phone 312/944-6780

AMERICAN CIVIL LIBERTIES UNION
22 East 40th Street
New York, New York 10016
Phone 212/925-1222

AMERICAN LIBRARY ASSOCIATION
Office for Intellectual Freedom
50 East Huron Street
Chicago, Illinois 60611
Phone 312/944-6780

ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS & TECHNOLOGY
1210 16th Street N.W.
Washington, D.C. 20036
Phone 202/833-4180

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
1111 Kenyon Road
Urbana, Illinois 61801
Phone 217/328-3870

NATIONAL EDUCATION ASSOCIATION
1201 16th Street N.W.
Washington, D.C. 20036
Phone 202/833-4000

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